



Progression of Knowledge & Skills in Geography

Year 3	Year 3		
	Geographical Skills	Map Skills	Knowledge
<u>Geographical enquiry</u>	<ul style="list-style-type: none"> Ask geographical questions (What is it like in this place?) Observe and record Express their own views about people, places and environments Communicate findings in different ways (skills, maps and pictures) Use geographical vocabulary (hill, motorway, near, far) Use secondary sources of information (photographs, stories, information texts, videos, artefacts) 	<ul style="list-style-type: none"> Use a range of maps (including OS maps), atlases and globes Use the eight points of a compass, symbols and a key Create sketch maps and plans Use some simple directional language to describe the location of features and routes on a map 	<p><u>Settlements</u> (Place, environmental impact, cultural awareness)</p> <ul style="list-style-type: none"> Identify site factors and explain how they influenced early settlers Compare different settlements and explain preferences <p><u>Volcanoes and Earthquakes (science topic)</u> (Physical processes, environmental impact)</p> <ul style="list-style-type: none"> Identify different types of rocks Explain how volcanoes are formed Name and locate the layers of the Earth's surface Identify tectonic plates and explain their purpose Explain the causes of earthquakes Provide reasons for land use near volcanoes Know how earthquakes are measured Explain the impact of erupting volcanoes <p><u>Wolstanton – A local study and comparison to the Lake District</u> (Place, space, physical and human processes, environmental impact, cultural diversity)</p> <ul style="list-style-type: none"> Locate Wolstanton within the UK and local area Explore the impact industry on Wolstanton and its development Compare maps/photos for land use over time in Wolstanton Know and understand map symbols Explore map making using symbols and directional language Compare maps and photos of Wolstanton and the Lake District Explain the differences in land use with reference to map symbols Provide reasons for settlement preferences, drawing on acquired knowledge <p><u>Countries of the World</u> (Place)</p> <ul style="list-style-type: none"> Locate countries surrounding the UK and capital cities Explain the difference between seasons Identify weather patterns in the UK/countries in the Roman empire
<u>Locational knowledge</u>	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe, focussing on their environmental regions, key human and physical characteristics, countries and major cities Name, locate the four countries of the UK and capital cities Name and locate counties and cities of the UK, geographical regions and their identifying human/physical characteristics and topographical characteristics (hills, mountains, coasts and rivers) and land use patterns 		
<u>Human and physical geography</u>	<ul style="list-style-type: none"> Describe key aspects of physical geography including volcanoes and earthquakes Describe key aspects of human geography including types of settlements and the distribution of natural resources including energy, food, minerals and water Understand seasonal and daily weather patterns in the UK 		
<u>Place knowledge</u>	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in the UK 		

Year 4		Year 4	
	Geographical Skills	Map Skills	Knowledge
<u>Geographical enquiry</u>	<ul style="list-style-type: none"> Ask geographical questions (What is it like in this place?) Use globes, maps and plans at a range of scales Observe and record Express their own views about people, places and environments Make maps and plans Use geographical vocabulary (hill, motorway, near, far, north, south) Use secondary sources of information (photographs, stories, information texts, videos, artefacts) 	<ul style="list-style-type: none"> Use a range of maps (including OS maps), atlases, globes and digital/computer mapping (Google Earth) Use four figure grid references, symbols and a key Create sketch maps, plans and graphs Use locational and directional language to describe the location of features and routes on a map 	<p><u>Rivers and the Water Cycle</u> (Physical processes)</p> <ul style="list-style-type: none"> Identify continents and oceans of the world Explain how rivers are formed (ground water/source) and the simple journey to the sea, including the three main courses of a river Name and locate some rivers of the UK and the world Identify mountainous areas of the UK (Peak District) and explain how contour lines are used to identify heights Explain the process of the water cycle and the different stages – evaporation, condensation, precipitation, run off Understand that precipitation can be in different forms <p><u>European Study of Greece</u> (Place, space, physical and human processes, cultural awareness)</p> <ul style="list-style-type: none"> Identify the location of Greece and surrounding seas Understand and explain some climate zones and draw our own maps to show these Discuss the weather and climate of Greece and provide reasons for patterns Identify physical geographical features (Mount Olympus) and other mountainous regions Understand contour lines and include them on maps Identify human geographical features (houses and the Parthenon) and explain their purpose Compare traditional Greek houses to a typical British house and explain similarities and differences Explore different types of vegetation and explain how this impacted a traditional Greek diet <p><u>Recycling and Plastic Pollution</u> (Environmental impact)</p> <ul style="list-style-type: none"> Explore and explain the impact of pollution on our climate, natural resources and land use Discuss how recycling benefits our society and explain how we can use it as a resource Evaluate a place in the UK and explain how it has changed over time due to pollution
<u>Locational knowledge</u>	<ul style="list-style-type: none"> Name and locate counties and cities of the UK, geographical regions and their identifying human/physical characteristics and topographical characteristics (hills, mountains, coasts and rivers) and land use patterns – understanding how these have changed over time Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere Name and locate the world’s seven continents and five oceans 		
<u>Human and physical geography</u>	<ul style="list-style-type: none"> Describe key aspects of physical geography including climate zones, and the water cycle Describe key aspects of human geography including types of settlements, land use and the distribution of natural resources including energy, food, minerals and water Locate and name hot and cold areas of the world in relation to the Equator and North/South poles 		
<u>Place knowledge</u>	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a European country. 		

Year 5		Year 5	
	Skills	Map Skills	Knowledge
<u>Geographical enquiry</u>	<ul style="list-style-type: none"> Ask geographical questions (What is this landscape like? What is it used for?) Collect and record evidence Analyse evidence and draw conclusions Communicate findings in a variety of ways Use fieldwork techniques (labelled field sketches) and instruments (rain gauge, camera) Use secondary sources of info (aerial photos, sketches, images, information texts) Begin to use decision-making skills (e.g. what measures could be taken to improve safety on a local street?) 	<ul style="list-style-type: none"> Use a range of maps (including OS maps), atlases, globes and digital/computer mapping (Google Earth) Use six figure grid references, symbols and a key Use longitude and latitude when creating maps Create sketch maps, plans, graphs and digital maps 	<p><u>Climate Zones and Biomes</u> (Space, physical and human processes, environmental impact)</p> <ul style="list-style-type: none"> Name and locate the different types of biomes Describe the features of different biomes Understand the difference between weather and climate Identify and explain lines of longitude, latitude and the equator Explain the impact of deforestation <p><u>Africa and Fairtrade Links</u> (Sustainable development, place, interdependence)</p> <ul style="list-style-type: none"> Locate Africa on a world map Explain what Fairtrade is Consider the benefits of buying Fairtrade products Describe the process of Fairtrade products Understand the impact of unsustainable farming Explain the economic links between the UK and Africa Understand land use in Africa and create a 3D map <p><u>North and South America</u> (Place, physical and human processes,</p> <ul style="list-style-type: none"> Name and locate some countries and capital cities of North and South America Describe aspects of human and physical geography in relation to a chosen region Compare the similarities and differences of North and South America Explain how natural resources are distributed
<u>Locational knowledge</u>	<ul style="list-style-type: none"> Locate the main countries in North/South America, locating and name principal cities Linking with History, compare land use maps of the UK from the past with the present Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle 		
<u>Human and physical geography</u>	<ul style="list-style-type: none"> Describe key aspects of physical geography including biomes and climate zones Describe key aspects of human geography including the distribution of natural resources including energy, food, minerals and water Describe and understand economic activity/trade links between the UK and Africa Fair/unfair distribution of resources (fair trade) 		
<u>Place knowledge</u>	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in North/South America 		

Year 6	Year 6		
	Skills	Map Skills	Knowledge
<u>Geographical enquiry</u>	<ul style="list-style-type: none"> Ask geographical questions (What is this landscape like? What is it used for? What do I think about it?) Identify and explain different views that people, including themselves, hold about topical geographical issues Communicate findings in a variety of ways, appropriate to the task and audience (e.g. writing to a newspaper about a local issue, using email to exchange information) Use ICT to help in an investigation (e.g. creating a data file to analyse fieldwork data) Use decision-making skills (e.g. what measures could be taken to improve safety on a local street?) 	<ul style="list-style-type: none"> Use a range of maps, atlases, globes and digital/computer mapping Use the eight points of a compass, a four and six figure grid, symbols, keys, longitude and latitude Create sketch maps, plans, graphs and digital maps 	<p><u>Scandinavia Study</u> (Place, interdependence, physical and human processes, cultural awareness)</p> <ul style="list-style-type: none"> Locate different Scandinavian countries Explain the features of these countries and their environmental regions (fjords) Explain why some people may have travelled for trade Identify UK and Scandinavian trade links <p><u>Water and Rivers</u> (Physical processes, environmental impact)</p> <ul style="list-style-type: none"> Explain the process of the water cycle Explain the upper, middle and lower course of a river Identify different features of rivers e.g. oxbow lakes, deposition, gorge, meanders, weirs, dams Discuss how rivers are used as a natural resource Compare rivers and evaluate their usefulness <p><u>Darwin's Evolution</u> (Place, space, physical processes)</p> <ul style="list-style-type: none"> Describe and understand the impact of volcanic eruptions (Galapagos Islands) Identify the journey of The Beagle Explore lines of longitude and latitude and explain these in relation to HMS Beagle's journey Identify time zones
<u>Locational knowledge</u>	<ul style="list-style-type: none"> Locate the main countries in Europe and North/South America, locating and naming principal cities. Name several key physical and human features of countries in the Americas Linking with History, compare land use maps of the UK from the past with the present, understanding how/why they have changed over time Have a comprehensive understanding of different time zones 		
<u>Human and physical geography</u>	<ul style="list-style-type: none"> Describe key aspects of physical geography including rivers and mountains Describe key aspects of human geography including the distribution of natural resources including energy, food, minerals and water Describe and understand physical geography including volcanoes and earthquakes Describe and understand economic activity/trade links between the UK, European countries and ROW 		
<u>Place knowledge</u>	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography study of a region in a European country and/or a region in North/South America 		